

# Maple Lodge Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY305801
<b>Inspection date</b>	03/03/2009
<b>Inspector</b>	Daphne Prescott
<b>Setting address</b>	21 St. Botolphs Road, Worthing, West Sussex, BN11 4JS
<b>Telephone number</b>	01903 236643
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Maple Lodge Day nursery was opened in 1990 and re-registered under its current owner in 2005 and operates from a large, detached converted house in Worthing in West Sussex. The nursery is open each week day from 08:00 to 18:00, closing only for Christmas and bank holidays. All children share access to a secure enclosed outdoor play area.

A maximum of 65 children may attend the nursery at any one time. There are currently 88 children aged from six months to five years on roll. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 17 full time members of staff which includes the manager, deputy and catering manager. Of these, 16 staff including the manager hold appropriate early years qualifications. The nursery also employs five bank staff, of these three hold appropriate early years qualifications. The setting is registered on the Early Years Register.

## **Overall effectiveness of the early years provision**

The quality of the provision is good. Children are cared for in a warm, welcoming and caring environment where they are making good progress in their learning and development. They are effectively safeguarded and their welfare is supported through the caring relationships they have with the practitioners. The management team and practitioners have developed strong partnerships with parents to ensure all children's individual needs are known and met which promotes an inclusive environment. The management team work closely with practitioners to identify strengths and areas for improvement to benefit the children. The setting strives for improvement through welcoming the views of parents, children and practitioners.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review the procedures for nappy changing to ensure children's privacy
- encourage children to write their own name and link sounds to letters
- continue to develop the system to ensure that all parents are provided with information on how they may further extend children's learning at home.

## **The leadership and management of the early years provision**

The nursery is run and managed very effectively by a manager who works closely with the deputy and senior practitioners to provide a well organised and comfortable service. The nursery has a close-knit team of qualified and experienced practitioners who are confident in their roles and responsibilities. The

manager is very supportive in her role as a result, the team undertake regular training to support their current practice and to further promote children's learning and development. The management team work closely with all staff to develop self-evaluation systems which effectively identify the nursery's strengths and weaknesses. Through these systems the manager is able to ensure that the whole team have an active role in planning for the continuing development of the nursery. Furthermore, they have addressed previous recommendations from the last inspection, which has improved outcomes for the children.

The children are cared for in a safe and secure environment because both daily and in-depth risk assessments are carried out to further promote children's safety while at the setting. The security systems in place ensure that intruders cannot gain entry unseen and children are collected by named persons only. Practitioners are well deployed throughout the nursery to ensure children are supervised and supported during the day and when required effective measures are taken to ensure adult: child ratios are met at all times. In addition, children's safety is further promoted as the management and practitioners have a thorough understanding of child protection matters. They know the indicators of abuse and the procedure to follow to report concerns.

The nursery is successfully building good partnerships with parents to enable children to feel settled and secure. There are good systems in place to keep parents informed about their child's learning and development through discussions, open evenings, children's profiles and daily feedback sheets. Children's profiles provide clear information about their child's learning and development and ensure parents and carers play a key role when planning children's future targets for learning and development, with information given to parents on how they may further extend children's learning at home. However, some parents are not always informed about how they can continue to develop their child's learning at home to promote consistency in their learning. All required documentation records, policies and procedures are in place and are effectively shared with parents. In the nursery entrance is parents' notice boards where they are able to view information about the nursery and photographs of practitioners. The setting welcomes suggestions from parents and carers and they use questionnaires to obtain any comments about how the service can be improved. For example, ideas for the development of the garden have been warmly welcomed and acknowledged.

## **The quality and standards of the early years provision**

Children are happy, confident and well settled in the nursery's calm and relaxed environment. When children arrive they are very pleased to see the practitioners and their friends, and generally separate easily from their parents and carers. Practitioners enjoy their work and are committed to promoting children's learning and development, ensuring they are safe, and helping them enjoy their time at the nursery.

Practitioners have a secure understanding of the Early Years Foundation Stage framework and as a result children are making good progress in their all round development. They carry out regular observations to track children's progress

towards the early learning goals. Observations are based on individual children's interest and used to inform planning. The planning clearly demonstrates that consideration is given to children's different abilities and used as an extension of the children's choices, and interests. The setting operates by a key-person system and practitioners know children well. They are able to explain in detail how they are moving children on and this is clearly documented in children's profiles. The systems for identifying the uniqueness of each child's learning needs, provides the nursery with good information to support inclusion. Furthermore, children attending the setting that are bilingual are supported well as practitioners effectively work in partnership with parents to obtain key words in children's first language allowing them to support all children within the setting. The manager has effectively begun to make links with external agencies. For example, they work closely with the local schools to support smooth transitions for children going into reception class.

The layout of the nursery is well organised to ensure children are able to explore, play and initiate their own interests. The daily routine provides children with an abundance of free flow play time, which encourages them to explore and develop their independence at play. Children are provided with a good range and balance of activities and experiences that effectively cover all areas of learning. For example, children are using good imaginative skills to develop their role play games; they are cooking in the home corner area and playing with dolls as they pat them off to sleep. Children draw and mark make with a variety of writing materials and some children are beginning to write their names on their work. Although, not all children are encouraged to write their own names and link sounds to letters. Children use numbers in their play, talking about their ages and counting the numbers of feet on the dinosaurs. Children have lovely opportunities to develop their creative skills as they make shakers out of different sized containers. Practitioners support the children's thinking and language as they have conversations with the children and pose open ended questions. For example, they explore how sounds can change by adding more or less rice or lentils inside the shakers to make different sounds. Children enjoy designing their own creations, they sit and concentrate as they build a train track and move back as they admire their work. They are able to use a mouse and keyboard with good control and complete simple programmes on the computer. In the baby and toddler room, younger children are cared for in a nurturing environment where they benefit from close interaction with practitioners. They receive lots of cuddles and individual attention to promote positive attachments. They are cared for in a safe and secure environment where crawling and emerging walkers are able to explore comfortably. They have a large amount of clear floor space to enable them to move around and freely select from a good range of age-appropriate toys and equipment. Practitioners sit with the children, carefully supporting their play and describing what the younger children are doing to help develop and extend their language skills.

Children are well behaved because they are actively engaged in the interesting activities provided, which are aimed at their individual interests and developmental needs. They are learning to take turns, share and be kind to one another. The practitioners actively support the children's achievements with lots of praise developing their confidence and self-esteem. Children are learning to keep

themselves safe through planned activities. For example, the setting undertakes regular fire drills so children are familiar with the procedure in the event of an emergency. A visit from the road safety officer, helps them learn about crossing roads safely and this is practised when children visit the local shops. Children take part in daily outdoor activities and show excitement when playing outside in the garden which contributes to their good health where they climb and pedal bikes. They are further developing a healthy lifestyle through good hygiene routines. There are suitable washing and toilet facilities for the children. Although, the nappy changing facilities downstairs are not appropriate as there are no procedures in place to respect children's privacy. The manager is currently addressing this practice.

Children have lovely, healthy and well balanced snacks and meals, that are freshly prepared and cooked in the nursery. The catering manager and practitioners work closely with parents to ensure all children's dietary requirements are known and they are clearly displayed to ensure they receive the correct foods. Arrangements for snack time is very well organised by the practitioners. During the morning small groups of children take turns in having their snack. This has a positive impact on the children as it allows other children to continue to play. After snack children are encouraged to wash their own cup and plate, developing their independence. Effective procedures are in place to ensure that practitioners are aware that all children have had their snack and a drink as children place their name tag in a box before sitting down for their snack. Furthermore, children have an enjoyable social atmosphere at lunch time where their independence is developing further by helping to set the tables before lunch and serving themselves to second helpings from the serving dish and pouring their own drink.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.